Industrial Revolution in the United States ‖ The Market Revolution

## Goals & Objectives

Students will learn how the United States’ economy drastically changed in the first part of the 19th century. The students will analyze themes such as changes in national economics, technology, and society.

## California State Content Standards

CA.HSS.11.1.4. Examine the effects of the Civil War and Reconstruction and of the industrial revolution, including demographic shifts and the emergence in the late nineteenth century of the United States as a world power.

CA.HSS.11.2.2: Describe the changing landscape, including the growth of cities linked by industry and trade, and the development of cities divided according to race, ethnicity, and class.

## Common Core Literacy Standards

CCSS.ELA-LITERACY.RH.11-12.7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

## Driving Historical Question

### Identify how the market revolution in the United States led the development of modern American society.

### Lesson Introduction (Anticipatory Set/Hook/Accessing Prior Knowledge) ‖ **Time: 5minutes**

Accessing Prior Knowledge: The teacher will present students with a quickwrite question that asks: “Using your prior knowledge of the Industrial Revolution, how did American society change during the 19th century (1800s)?”

### Vocabulary (Content Language Development) ‖ **Time: 10 minutes**

The vocabulary in this introductory presentation largely deals the expansion of free enterprise and entrepreneurialism in the United States. This presentation also introduces how industrialization affected American society by creating a shift from agriculture to industry and how inventions such as the cotton gin, the telegraph, and steamboats caused unprecedented changes in American society.

Also, to avoid confusion, the instructor will state that while the market revolution is considered to be a time period separate from the American Industrial Revolution, he will discuss the market revolution as an introduction to the American Industrial Revolution.

### Content Delivery (Method of Instruction) ‖ **Time: 15 minutes**

Presentation: Students will view a PowerPoint presentation that discusses the main themes of the chapter. Slides will discuss the expansion of free enterprise, inventions, changes in the workplace, and workers reactions to poor working conditions (organizing unions). During the presentation, students will be filling out a guided notes page to make sure they participated in the lecture and that they have an analytical understanding of the significance of the early stages of the Industrial Revolution in American society.

### Student Engagement (Critical Thinking & Student Activities) ‖ **Time: 10 minutes**

In the PowerPoint, students will discuss in groups, and then as a class, images that deal with the market revolution. During certain slides, the instructor will lead a brief discussion on a slide’s image.

On slide 5, students will identify and discuss (as a class) the significance of the telegraph in communication technology (and how the telegraph is relevant today).

### Lesson Closure ‖ **Time: 10 minutes**

Exit slip: Students will be asked the question: “Through your assessment of the market revolution in American society, do you feel that American society experienced a period of progress or repression.” Students need to state evidence from their prior knowledge and information they learned from their presentation to answer this question.

### Assessments (Formative & Summative)

Formative (informal): Students will respond to a quickwrite prompt at the beginning of the period that has them use their prior knowledge to discuss the early stages of the Industrial Revolution in the United States (known as the market revolution).

Summative (formal): Students will respond to an exit slip prompt in the lesson closure section of the lesson. The students will turn this prompt in at the end of the period for class participation points.

### Accommodations for English Learners, Striving Readers and Students with Special Needs

PowerPoint slides will be printed out and include a “notes” section for English learners and striving readers. Not only will this assist students with their guided notes, but it will allow English learners and striving readers to annotate their notes and define or translate terminology. Students with special needs will be granted accommodations that are specific to their needs.

### Resources (Books, Websites, Handouts, Materials)

1. PowerPoint Presentations on a Promethean smart board

2. Guided Notes